



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4505 E Palm Lane, Phoenix, AZ 85008

Balsz Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Mary Ruddy
Schedule : 07:00 AM to 04:00 PM
Grades : K-8
Web Address :
Phone Number : (602) 629-6700
Fax Number : (602) 629-6704
E-mail : mruddy@balsz.k12.az.com

Mission

The mission of Griffith School is to provide an environment in which all students can acquire skills and knowledge for lifelong learning. All students will learn to be productive and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase student achievement in the areas of reading, writing and mathematics through the implementation of research-based practices.
- ü To provide ongoing assessment of student performance.
- ü To provide parent programs utilizing technology.

Enrollment

October 1, 2005 School Year Student Enrollment : 691
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 81

Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted Program
- Ü On-site Special Education
- Ü ESL
- Ü Computer-Assisted Instruction
- Ü Six Traits Writing Model

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	7/31/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The school's responsibility to parents is to provide a safe environment for all students. All children will be challenged to their fullest potential. The school will communicate regularly with parents.

Parents

The parents need to support the school by checking homework, making sure that their children attend regularly and on time, and instilling values of behavior that will help their children succeed at school.

Transportation Policy

The District transports students in Kindergarten through third grade who live more than one-half mile from school and students in fourth through eighth grade who live more than one mile from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rodel Exemplary Teacher	2005
Ü Gold Medal - Grand Canyon State Games	2005
Ü Rodel exemplary Teacher	2006
Ü District Poetry Contest	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	385	80010	97	98	99	435	430	447	12	16	10	24	26	18	58	48	53	6	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	205	38935	98	99	99	436	427	447	8	16	9	28	30	19	56	45	55	8	8	17
Male	43	180	40974	96	98	98	434	433	448	16	16	11	19	22	18	60	51	52	5	11	19
African American	11	59	4201	100	100	99	433	419	430	18	24	17	27	29	23	45	41	51	9	7	9
Hispanic	63	275	34545	97	98	99	434	430	432	10	15	14	22	26	24	65	49	53	3	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	17	3979	NC	94	96	NC	432	424	NC	24	17	NC	24	30	NC	41	47	NC	12	6
White	10	29	35142	91	94	99	NA	448	465	NA	7	5	NA	28	11	NA	48	56	NA	17	28
Students with Disabilities	11	32	10161	85	86	93	414	400	419	45	44	28	18	28	28	18	22	36	18	6	8
Students without Disabilities	82	353	69849	99	100	100	438	432	451	7	14	7	24	26	17	63	50	56	5	10	19
Limited English Proficient Students	30	167	14013	97	97	97	415	409	413	17	25	24	40	38	34	43	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	93	378	39029	97	97	98	435	431	432	12	15	14	24	27	25	58	48	52	6	10	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	385	79438	97	98	98	436	429	451	16	19	9	25	31	24	56	46	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	204	38775	98	99	99	440	429	457	18	19	7	18	33	22	60	44	58	4	4	13
Male	43	181	40560	96	98	97	430	428	446	14	20	12	33	29	25	51	48	54	2	3	9
African American	11	59	4178	100	100	98	441	418	439	9	29	13	27	31	29	55	36	52	9	5	6
Hispanic	63	275	34297	97	98	98	434	428	434	17	19	14	25	32	31	54	46	50	3	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	17	3940	NC	94	95	NC	428	429	NC	18	14	NC	29	36	NC	53	47	NC	NA	3
White	10	29	34887	91	94	98	NA	456	471	NA	7	4	NA	21	15	NA	59	63	NA	14	18
Students with Disabilities	11	31	9588	85	84	88	403	397	416	45	45	30	36	35	32	9	16	34	9	3	5
Students without Disabilities	82	354	69850	99	100	100	440	431	456	12	17	7	23	31	23	62	49	59	2	4	12
Limited English Proficient Students	30	167	13856	97	97	96	401	401	407	37	35	27	40	41	43	23	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	93	378	38685	97	97	97	436	429	435	16	19	14	25	31	32	56	46	50	3	4	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	387	79971	98	99	99	410	405	423	9	12	8	48	42	41	43	45	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	205	38974	98	99	99	417	413	437	8	11	5	38	36	33	52	52	57	2	1	4
Male	44	182	40895	98	99	98	403	396	410	9	14	10	59	48	47	32	38	41	NA	1	2
African American	11	59	4203	100	100	99	432	392	411	9	24	11	36	27	45	45	46	43	9	3	2
Hispanic	64	277	34481	98	99	99	405	405	410	8	10	10	53	45	46	39	44	43	NA	0	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	17	3995	NC	94	96	NC	418	409	NC	12	10	NC	47	47	NC	41	42	NC	NA	1
White	10	29	35150	91	94	99	NA	426	437	NA	7	5	NA	38	35	NA	52	56	NA	3	5
Students with Disabilities	11	33	10258	85	89	94	395	352	377	18	33	23	55	42	51	18	21	25	9	3	1
Students without Disabilities	83	354	69713	100	100	100	412	410	429	7	10	5	47	42	39	46	47	52	NA	1	3
Limited English Proficient Students	31	170	13985	100	99	97	378	376	382	16	19	18	58	51	54	26	30	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	94	380	38994	98	97	98	410	407	409	9	12	10	48	41	47	43	46	41	1	1	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	393	80147	97	100	99	495	470	482	3	16	11	10	17	17	56	49	49	30	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	203	39281	98	100	99	500	473	483	NA	13	9	11	19	17	55	48	50	34	20	24
Male	43	189	40780	96	98	98	491	467	482	7	20	12	9	15	17	58	50	48	26	15	24
African American	NC	44	4249	NC	98	99	NC	436	464	NC	43	17	NC	14	22	NC	30	48	NC	14	13
Hispanic	57	286	33494	98	100	99	493	470	466	NA	14	15	7	17	23	68	55	49	25	14	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	24	4117	NC	100	96	NC	486	456	NC	13	19	NC	21	27	NC	29	46	NC	38	8
White	10	31	36122	91	94	99	NA	497	501	NA	6	5	NA	16	10	NA	42	50	NA	35	35
Students with Disabilities	NC	38	10295	NC	97	92	NC	438	443	NC	26	33	NC	42	26	NC	26	33	NC	5	8
Students without Disabilities	82	355	69852	100	100	100	497	473	488	2	15	7	9	14	16	59	52	51	30	19	26
Limited English Proficient Students	10	148	12722	91	100	97	NA	434	441	NA	33	27	NA	30	33	NA	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	87	388	38371	97	99	97	495	470	465	3	16	15	10	17	23	56	49	49	30	18	13
Non-Economically Disadvantaged	--	NC	41776	--	NC	100	--	NC	498	--	NC	6	--	NC	11	--	NC	49	--	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	388	79686	97	99	98	482	454	470	5	14	11	22	32	24	66	49	57	8	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	201	39163	98	100	99	490	460	475	2	10	9	23	34	22	64	50	60	11	6	10
Male	43	186	40438	96	97	97	473	448	465	7	18	13	21	31	25	67	48	54	5	2	7
African American	NC	44	4228	NC	98	98	NC	431	458	NC	39	15	NC	18	28	NC	41	53	NC	2	4
Hispanic	57	281	33299	98	99	98	480	453	452	2	12	17	26	37	32	68	49	47	4	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	24	4087	NC	100	96	NC	468	446	NC	4	16	NC	33	38	NC	54	44	NC	8	2
White	10	31	35914	91	94	98	NA	482	489	NA	6	5	NA	10	15	NA	68	67	NA	16	14
Students with Disabilities	NC	34	9808	NC	87	87	NC	433	432	NC	21	35	NC	44	32	NC	35	30	NC	NA	3
Students without Disabilities	82	354	69878	100	100	100	483	456	475	5	13	8	21	31	23	66	51	61	9	5	9
Limited English Proficient Students	10	144	12594	91	98	96	NA	419	422	NA	29	34	NA	51	45	NA	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	87	383	38095	97	97	97	482	454	452	5	13	17	22	33	32	66	50	48	8	4	3
Non-Economically Disadvantaged	--	NC	41591	--	NC	99	--	NC	486	--	NC	6	--	NC	16	--	NC	65	--	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	392	80372	97	100	99	477	460	475	1	6	4	36	37	30	61	57	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	202	39452	98	100	99	493	474	488	NA	3	3	20	27	22	77	69	72	2	0	3
Male	43	189	40836	96	98	98	460	444	464	2	9	6	51	48	37	44	43	56	2	1	1
African American	NC	44	4264	NC	98	99	NC	418	465	NC	23	5	NC	34	35	NC	43	59	NC	NA	1
Hispanic	57	286	33608	98	100	99	478	463	462	NA	5	6	40	37	36	58	58	57	2	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	24	4128	NC	100	97	NC	465	464	NC	NA	4	NC	46	39	NC	54	56	NC	NA	1
White	10	30	36213	91	91	99	NA	480	489	NA	NA	2	NA	37	22	NA	60	72	NA	3	3
Students with Disabilities	NC	36	10526	NC	92	94	NC	424	427	NC	17	15	NC	53	53	NC	31	31	NC	NA	1
Students without Disabilities	82	356	69846	100	100	100	479	463	482	1	5	3	33	35	26	63	59	69	2	1	2
Limited English Proficient Students	10	147	12747	91	100	97	NA	430	432	NA	12	12	NA	54	52	NA	34	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	87	387	38521	97	98	98	477	460	461	1	5	6	36	37	38	61	57	55	2	1	1
Non-Economically Disadvantaged	--	NC	41851	--	NC	100	--	NC	489	--	NC	3	--	NC	22	--	NC	72	--	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	364	79306	99	100	99	515	485	504	9	23	13	17	24	20	51	45	49	23	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	174	38845	100	98	99	513	485	505	13	21	11	15	26	20	53	45	50	20	7	18
Male	41	189	40383	98	100	98	518	485	504	5	24	14	20	21	19	49	45	47	27	10	19
African American	NC	41	4171	NC	100	98	NC	468	485	NC	39	20	NC	17	26	NC	39	44	NC	5	10
Hispanic	51	258	32673	98	99	99	512	484	487	8	22	18	22	26	25	51	43	46	20	8	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	489	479	NC	13	22	NC	17	29	NC	70	43	NC	NA	7
White	11	36	36234	100	100	99	545	505	523	NA	11	6	9	19	13	36	50	52	55	19	28
Students with Disabilities	NC	53	10286	NC	95	91	NC	462	462	NC	38	41	NC	28	27	NC	30	27	NC	4	5
Students without Disabilities	73	311	69020	99	100	100	516	488	510	10	20	9	16	23	18	51	48	52	23	9	21
Limited English Proficient Students	13	108	10291	100	95	96	469	454	458	38	44	38	38	32	34	8	21	26	15	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	80	356	37437	98	98	97	516	485	486	9	23	19	16	23	26	51	46	46	24	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	360	79000	99	99	98	487	468	489	9	19	10	31	33	24	51	45	58	10	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	173	38774	100	97	99	488	473	494	13	17	7	23	30	22	55	49	61	10	4	10
Male	41	186	40150	98	99	98	485	463	485	5	20	12	39	35	25	46	41	55	10	3	8
African American	NC	41	4153	NC	100	98	NC	458	476	NC	32	13	NC	27	30	NC	39	53	NC	2	4
Hispanic	51	255	32508	98	98	98	478	465	472	8	18	15	37	35	33	51	45	49	4	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	471	467	NC	9	14	NC	39	37	NC	52	46	NC	NA	2
White	11	35	36135	100	100	98	539	498	508	NA	9	4	9	26	14	45	49	67	45	17	15
Students with Disabilities	NC	49	9991	NC	88	88	NC	443	449	NC	27	33	NC	57	36	NC	14	29	NC	2	2
Students without Disabilities	73	311	69009	99	100	100	488	471	495	10	17	6	27	29	22	53	50	62	10	4	10
Limited English Proficient Students	13	108	10199	100	95	95	439	435	439	38	42	35	38	42	47	23	17	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	80	352	37234	98	96	97	487	468	472	9	19	15	30	33	33	51	45	50	10	4	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	367	79611	99	100	99	507	483	496	5	12	7	20	39	37	75	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	175	39016	100	98	99	506	496	511	8	9	4	15	32	29	78	59	66	NA	NA	1
Male	41	191	40519	98	100	98	509	471	482	2	15	10	24	45	44	73	40	46	NA	NA	0
African American	NC	40	4188	NC	98	98	NC	448	486	NC	33	9	NC	25	40	NC	43	50	NC	NA	0
Hispanic	51	262	32855	98	100	99	501	485	481	6	9	10	24	43	43	71	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	494	478	NC	9	10	NC	35	46	NC	57	44	NC	NA	0
White	11	36	36380	100	100	99	542	498	511	NA	8	4	NA	33	30	100	58	65	NA	NA	1
Students with Disabilities	NC	56	10664	NC	100	94	NC	441	440	NC	23	23	NC	54	54	NC	23	22	NC	NA	1
Students without Disabilities	73	311	68947	99	100	100	509	490	504	5	10	4	18	36	34	77	54	61	NA	NA	1
Limited English Proficient Students	13	111	10362	100	97	97	442	441	438	31	25	22	31	54	57	38	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	80	359	37626	98	98	98	508	484	479	5	12	10	19	38	45	76	50	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	391	79327	100	100	98	540	510	518	10	22	19	16	21	20	48	46	46	27	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	185	38961	100	100	98	547	511	520	3	18	16	20	25	20	43	43	48	34	14	16
Male	48	205	40295	100	98	97	535	509	516	15	24	21	13	18	19	52	49	44	21	9	16
African American	NC	51	4247	NC	100	98	NC	481	499	NC	45	27	NC	20	24	NC	27	41	NC	8	8
Hispanic	59	288	32327	98	99	98	537	512	499	12	20	27	12	22	25	53	48	41	24	11	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	517	489	NC	13	32	NC	13	27	NC	56	36	NC	19	4
White	NC	31	36373	NC	97	98	NC	524	538	NC	10	10	NC	23	14	NC	52	52	NC	16	25
Students with Disabilities	NC	49	9321	NC	94	87	NC	470	467	NC	51	54	NC	18	22	NC	24	21	NC	6	3
Students without Disabilities	76	342	70006	100	100	100	547	514	524	5	18	14	14	21	19	51	49	49	29	12	18
Limited English Proficient Students	NC	111	9431	NC	98	95	NC	467	466	NC	46	53	NC	32	27	NC	22	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	82	379	37097	99	97	97	542	511	498	9	21	27	16	21	25	49	47	41	27	12	7
Non-Economically Disadvantaged	NC	12	42230	NC	NA	99	NC	453	535	NC	58	11	NC	17	15	NC	25	50	NC	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	394	79501	100	100	98	501	480	497	10	19	10	13	27	25	73	53	60	4	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	184	39062	100	100	99	507	484	502	3	15	8	20	27	23	71	57	64	6	2	5
Male	48	209	40368	100	100	98	497	476	491	15	22	13	8	26	27	75	50	57	2	2	3
African American	NC	51	4279	NC	100	99	NC	461	485	NC	39	14	NC	18	30	NC	43	54	NC	NA	2
Hispanic	59	290	32389	98	100	98	498	479	478	12	17	16	17	30	34	66	51	48	5	2	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	494	473	NC	6	17	NC	25	40	NC	63	43	NC	6	1
White	NC	32	36446	NC	100	99	NC	506	516	NC	9	4	NC	16	15	NC	72	73	NC	3	7
Students with Disabilities	NC	52	9411	NC	100	88	NC	446	453	NC	46	36	NC	25	36	NC	27	26	NC	2	1
Students without Disabilities	76	342	70090	100	100	100	508	484	502	4	15	7	13	27	24	79	57	65	4	2	5
Limited English Proficient Students	NC	109	9401	NC	96	94	NC	439	443	NC	44	40	NC	40	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	82	381	37183	99	97	97	502	481	479	9	18	16	13	27	34	74	54	49	4	2	1
Non-Economically Disadvantaged	NC	13	42318	NC	NA	99	NC	450	513	NC	38	5	NC	31	17	NC	31	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	397	80000	99	100	99	581	554	564	1	4	3	5	11	11	71	78	75	23	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	183	39288	100	100	99	599	565	579	NA	5	2	3	7	6	60	78	77	37	10	16
Male	47	213	40644	98	100	98	568	544	549	2	4	4	6	15	15	79	78	74	13	4	7
African American	NC	48	4307	NC	98	99	NC	521	551	NC	15	4	NC	17	13	NC	60	75	NC	8	7
Hispanic	59	297	32672	98	100	99	577	555	548	2	3	4	3	11	14	75	80	76	20	5	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	575	549	NC	NA	3	NC	NA	14	NC	87	77	NC	13	5
White	NC	32	36602	NC	100	99	NC	583	579	NC	NA	2	NC	NA	7	NC	88	75	NC	13	16
Students with Disabilities	NC	55	9919	NC	100	93	NC	526	505	NC	4	9	NC	27	35	NC	65	54	NC	4	2
Students without Disabilities	76	342	70081	100	100	100	584	558	571	1	4	2	4	8	7	70	80	79	25	7	12
Limited English Proficient Students	NC	114	9571	NC	100	96	NC	497	502	NC	13	10	NC	25	29	NC	61	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	82	386	37534	99	99	98	581	554	547	1	4	4	5	11	15	71	78	76	23	7	5
Non-Economically Disadvantaged	--	11	42466	--	NA	100	--	544	578	--	NA	2	--	18	7	--	82	75	--	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	338	78546	100	99	97	539	531	543	22	23	15	12	17	18	47	51	52	18	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	163	38645	97	98	98	549	531	545	17	21	13	11	19	18	51	52	54	20	8	15
Male	54	174	39792	100	98	97	533	531	542	26	25	17	13	16	17	44	50	50	17	10	15
African American	NC	38	4205	NC	100	97	NC	508	524	NC	37	22	NC	18	22	NC	39	49	NC	5	7
Hispanic	67	248	31177	100	98	97	533	529	524	24	21	22	15	19	23	46	53	48	15	7	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	15	4689	NC	79	95	NC	518	515	NC	33	28	NC	13	25	NC	47	43	NC	7	4
White	NC	32	36450	NC	97	97	NC	575	563	NC	16	7	NC	3	12	NC	59	57	NC	22	23
Students with Disabilities	NC	35	8093	NC	73	82	NC	475	489	NC	71	50	NC	17	24	NC	9	23	NC	3	2
Students without Disabilities	84	303	70453	100	100	100	543	536	549	18	17	11	13	17	17	50	56	56	19	10	16
Limited English Proficient Students	19	89	9323	100	99	94	474	485	491	74	57	47	11	18	28	16	25	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	328	34694	98	96	96	540	532	524	22	23	23	13	16	23	47	52	48	18	9	7
Non-Economically Disadvantaged	NC	10	43852	NC	NA	99	NC	NA	559	NC	NA	10	NC	NA	13	NC	NA	56	NC	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	341	79045	98	99	98	500	496	512	11	15	10	30	33	25	56	50	58	2	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	166	38860	97	100	98	514	498	519	3	11	7	26	33	22	66	52	62	6	3	8
Male	52	175	40075	98	99	97	491	493	505	17	18	12	33	32	28	50	48	54	NA	2	6
African American	NC	38	4250	NC	100	98	NC	480	500	NC	26	12	NC	32	31	NC	39	54	NC	3	3
Hispanic	65	249	31314	100	99	98	495	493	493	14	13	16	31	35	34	54	50	48	2	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	16	4719	NC	84	96	NC	484	489	NC	19	15	NC	38	39	NC	44	45	NC	NA	2
White	NC	33	36730	NC	100	98	NC	538	532	NC	12	4	NC	6	16	NC	73	68	NC	9	12
Students with Disabilities	NC	39	8552	NC	81	87	NC	451	463	NC	49	35	NC	36	40	NC	15	23	NC	NA	1
Students without Disabilities	84	302	70493	100	100	100	502	500	517	11	10	7	29	32	24	58	55	62	2	3	8
Limited English Proficient Students	17	90	9355	94	100	95	448	455	456	47	36	37	41	51	48	12	13	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	85	331	34922	96	97	96	500	496	493	12	15	15	28	32	34	58	51	48	2	3	3
Non-Economically Disadvantaged	NC	10	44123	NC	NA	99	NC	NA	527	NC	NA	6	NC	NA	18	NC	NA	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	343	79657	98	100	99	570	567	566	3	5	3	6	6	8	90	88	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	166	39120	97	100	99	588	576	580	3	5	2	NA	4	4	94	90	92	3	1	2
Male	52	176	40423	98	99	98	557	560	553	4	5	5	10	9	12	87	87	83	NA	NA	1
African American	NC	39	4290	NC	100	99	NC	535	560	NC	15	4	NC	8	9	NC	77	86	NC	NA	1
Hispanic	65	250	31642	100	99	99	564	569	552	5	3	5	6	6	11	88	90	84	2	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	16	4760	NC	84	97	NC	569	547	NC	6	5	NC	13	14	NC	81	81	NC	NA	0
White	NC	33	36929	NC	100	99	NC	587	579	NC	6	2	NC	6	5	NC	85	91	NC	3	2
Students with Disabilities	NC	41	9069	NC	85	92	NC	524	508	NC	17	11	NC	29	30	NC	54	58	NC	NA	1
Students without Disabilities	84	302	70588	100	100	100	570	572	573	4	3	2	6	3	5	89	93	91	1	1	1
Limited English Proficient Students	17	90	9521	94	100	96	490	517	507	18	12	13	29	16	24	53	72	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	85	332	35341	96	97	97	570	568	551	4	5	5	6	6	12	89	89	83	1	1	0
Non-Economically Disadvantaged	NC	11	44316	NC	NA	100	NC	527	578	NC	18	2	NC	9	5	NC	73	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	297	78400	100	98	97	570	540	554	18	30	21	13	19	19	46	43	47	23	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	149	38686	100	97	98	567	543	554	26	28	20	9	18	20	38	46	49	26	8	12
Male	27	147	39636	100	99	96	572	538	554	7	32	23	19	19	18	56	40	46	19	9	13
African American	NC	35	4193	NC	100	97	NC	515	533	NC	43	32	NC	20	23	NC	34	40	NC	3	5
Hispanic	41	210	30732	98	98	97	579	543	534	15	29	31	12	19	24	46	44	40	27	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	16	4536	NC	100	95	NC	537	528	NC	38	35	NC	19	25	NC	38	37	NC	6	4
White	10	29	37038	100	94	97	NA	550	575	NA	24	11	NA	10	14	NA	52	56	NA	14	19
Students with Disabilities	NC	28	7840	NC	80	81	NC	491	498	NC	61	60	NC	25	18	NC	14	20	NC	NA	2
Students without Disabilities	56	269	70560	100	100	99	576	545	560	14	27	17	13	18	19	48	46	50	25	9	14
Limited English Proficient Students	NC	70	8956	NC	91	95	NC	486	502	NC	74	56	NC	17	25	NC	9	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	60	290	33014	100	96	95	571	542	534	17	29	31	13	19	24	47	44	40	23	9	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

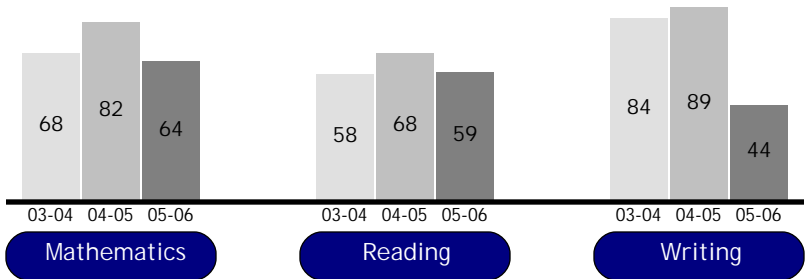
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	304	79179	100	100	98	527	500	519	13	18	11	21	33	27	56	47	58	10	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	151	38974	100	99	99	528	505	524	21	17	8	12	32	25	53	48	61	15	3	5
Male	27	152	40124	100	100	97	526	495	513	4	20	13	33	34	28	59	46	54	4	1	4
African American	NC	35	4243	NC	100	98	NC	491	506	NC	23	14	NC	31	32	NC	46	51	NC	NA	3
Hispanic	41	215	30987	98	100	98	533	499	498	10	19	17	20	33	36	61	46	45	10	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	16	4573	NC	100	96	NC	492	494	NC	13	16	NC	38	41	NC	50	42	NC	NA	1
White	10	31	37467	100	100	98	NA	512	539	NA	16	5	NA	23	17	NA	55	70	NA	6	8
Students with Disabilities	NC	34	8567	NC	97	88	NC	456	467	NC	38	39	NC	53	38	NC	9	22	NC	NA	1
Students without Disabilities	56	270	70612	100	100	99	533	505	524	13	16	7	16	30	25	61	52	62	11	2	5
Limited English Proficient Students	NC	76	9013	NC	99	95	NC	449	461	NC	58	40	NC	34	48	NC	8	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	60	297	33345	100	98	96	528	501	499	12	17	17	22	33	36	57	48	46	10	2	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	306	79734	100	100	99	562	540	554	5	8	3	11	19	19	84	72	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	153	39243	100	100	99	560	557	568	6	5	2	12	14	12	82	82	85	NA	NA	1
Male	28	152	40413	100	100	98	565	526	541	4	12	4	11	25	26	86	63	70	NA	NA	0
African American	NC	36	4285	NC	100	99	NC	520	548	NC	19	3	NC	14	22	NC	67	74	NC	NA	0
Hispanic	41	216	31254	98	100	99	566	544	539	2	6	5	10	21	25	88	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	538	535	NC	7	4	NC	13	29	NC	80	67	NC	NA	0
White	11	32	37668	100	100	99	567	535	569	9	16	1	9	16	13	82	69	85	NA	NA	1
Students with Disabilities	NC	36	8943	NC	100	92	NC	492	495	NC	11	11	NC	61	51	NC	28	38	NC	NA	1
Students without Disabilities	56	270	70791	100	100	100	568	546	561	4	8	2	9	14	15	88	78	83	NA	NA	0
Limited English Proficient Students	NC	76	9138	NC	99	97	NC	464	492	NC	28	13	NC	41	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	60	298	33718	100	99	97	563	543	538	5	8	5	10	19	26	85	73	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

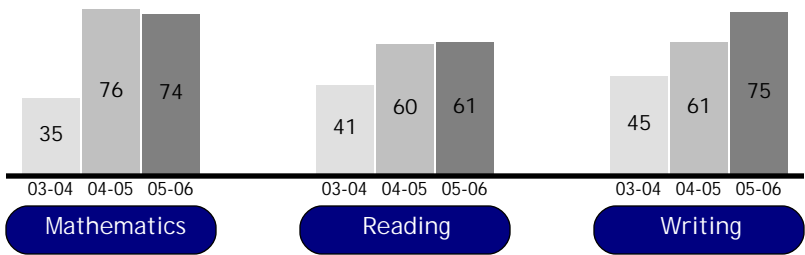
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

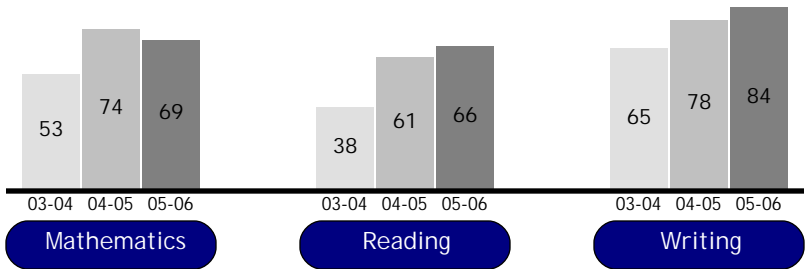
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	52	NA	58	96	37	33	47	99	43	27	46
	Language	92	39	32	50	96	45	38	47	99	56	30	48
	Mathematics	93	67	55	64	96	46	39	50	99	48	35	52
3	Reading	97	55	NA	55	97	41	33	44	97	34	28	46
	Language	94	64	51	61	97	43	36	44	97	34	32	46
	Mathematics	97	67	56	61	97	58	44	51	97	50	43	52
4	Reading	96	55	NA	56	100	50	36	48	98	58	43	52
	Language	96	55	47	52	100	55	38	49	98	59	43	52
	Mathematics	96	63	57	61	100	63	44	53	98	70	54	58
5	Reading	94	43	NA	55	100	46	39	50	99	50	39	56
	Language	95	39	45	49	100	46	38	50	99	52	37	54
	Mathematics	95	59	64	63	100	54	41	49	99	58	39	52
6	Reading	99	60	NA	56	98	43	43	51	100	58	43	56
	Language	100	58	40	48	98	42	40	47	100	52	41	50
	Mathematics	100	72	60	66	98	54	48	52	100	65	54	58
7	Reading	92	45	NA	54	95	51	39	50	98	50	43	54
	Language	91	55	47	58	95	58	45	52	98	56	48	58
	Mathematics	91	65	60	62	95	55	43	50	100	56	48	54
8	Reading	93	54	NA	55	98	47	38	51	100	63	44	58
	Language	93	58	43	52	98	50	40	50	100	65	48	56
	Mathematics	93	85	65	61	98	63	46	53	100	72	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Griffith Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Technology Applications and Needs
- ü School Safety Issues
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü Instructional Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	2.70	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	2	3	0	0
10 or more years	7	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Library
- ü Gym

Extracurricular Activities

- ü Band/Chorus
- ü Athletics
- ü Cheerleading
- ü Homework Clubs
- ü Yearbook

Social Services

- ü Lunch Program
- ü Breakfast Program
- ü School Resource Officer
- ü Health Services
- ü Clothing Bank
- ü Parent Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Computer assisted instruction is available for students at all ability levels. Supplemental ELL instruction is also provided through computer assisted instruction. These programs also provide data regarding student learning.
- ü Parent education programs were provided during two different sessions. Approximately 50 parents participated.
- ü All present instructional programs were reviewed and correlated with the new state standards.
- ü All students K-8 receive reading instruction appropriate to their ability level.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Griffith has a full-time School Resource Officer. The campus is secured throughout the day. All visitors must enter through the office and receive a visitor's pass. A School Safety Committee meets to review safety issues on the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Ruddy	(602) 629-6700
Transportation Policy	Marti Gibson	(602) 629-6480
Community Resources	Mary Ruddy	(602) 629-6700
School Nutrition Programs	Julie Stratton	(602) 629-6400
Parent Organization	Eric Pawlak	(602) 629-6700
Student Health/Nurse	Janet Strack	(602) 629-6711

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.